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ABSTRACT

This manual for teachers, administrators, and counselors both explains the Program/Course Inventory (PCI), a data collection instrument, and provides instructions for completing the PCI form. The first section describes the PCI developed by the Ventura County Superintendent of Schools staff to collect data that define vocational education instructional programs in terms of the courses comprising them and the programs' occupational objectives. Section 2 lists seven PCI applications: program/course approval, program articulation, delineation of function, analysis of program operation, analysis of program curriculum, allocation of resources, and occupational counseling and guidance. The third and major section provides instructions (with incorporated definitions) for completing the form in a suggested step-by-step procedure. (Twenty-two steps are involved.) Users may modify the form to meet unique needs of their local educational agency. PCI forms are appended. (YLB)

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ED194693

VOCATIONAL EDUCATION PROGRAM/COURSE INVENTORY FORM

PCI

EXPLANATION AND INSTRUCTIONAL MANUAL

A Publication of
The California Occupational Information Coordinating Committee

October, 1978

CE 025 349

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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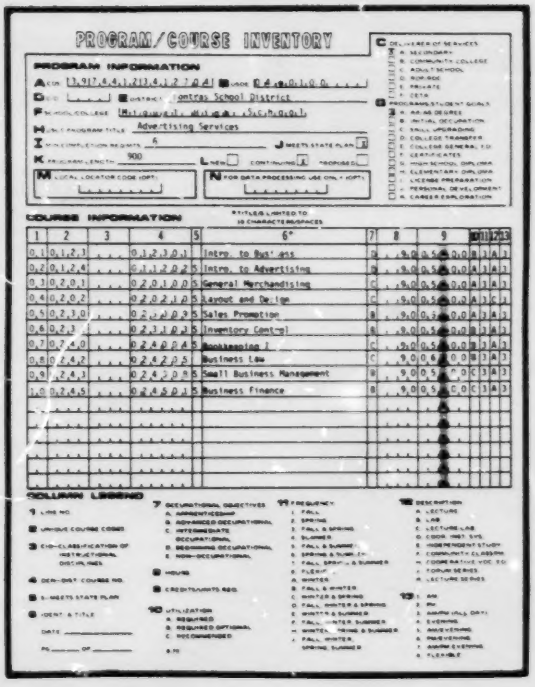
Introduction

Meaningful information is the result of carefully collected data incorporated into a formally organized branch of knowledge. Before information can become available, the data from which it is derived must be collected from all pertinent sources. The data collected must be of a uniform quality, in a standard format, timely, accurate, and pertinent to the subject.

This was the logic which led to the development of the data collection instrument known as the "Program/Course Inventory" (PCI). The form was developed by the California Occupational Information System (COIS) to address these criteria. Completed PCI forms (Figure A) define vocational education instructional programs in terms of the courses of which they are comprised and their occupational objectives.

FIGURE A

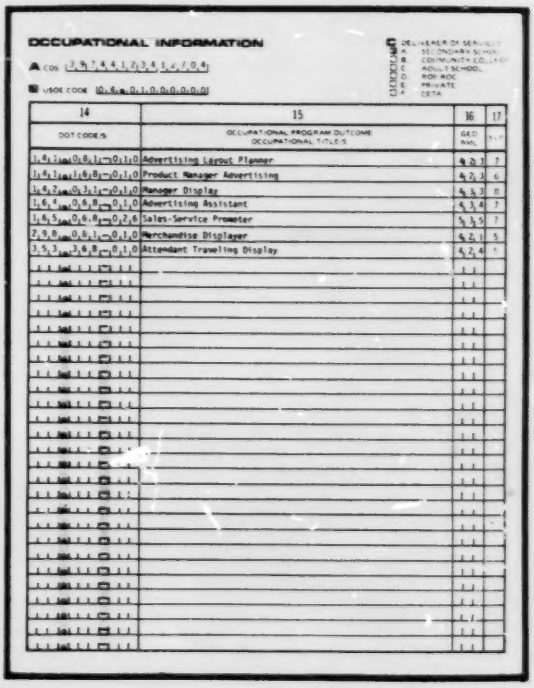

PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

COURSE INFORMATION

1	2	3	4	5	6*	7	8	9	10	11	12	13
0.1	0.1	2	3	0	1	Intro. to Business	B					
0.2	0.1	2	4			Intro. to Advertising	B					
0.3	0.2	0	1			General Merchandising	C					
0.4	0.2	0	2			Layout and Design	C					
0.5	0.2	1	0			Sales Promotion	B					
0.6	0.2	3				Inventory Control	B					
0.7	0.7	4	0			Accounting I	C					
0.8	0.2	4	2			Business Law	C					
0.9	.2	4	3			Small Business Management	B					
1.0	0.2	4	5			Business Finance	B					

COLUMN LEGEND


OCCUPATIONAL INFORMATION

14 DOT CODE/S	15 OCCUPATIONAL PROGRAM OUTCOME / OCCUPATIONAL TITLE/S	16 GED Rec.	17
1.0.1.010-0.8.1-0.1.0	Advertising Layout Planner	4 3 2	7
1.0.1.014-0.6.8-0.1.0	Product Manager Advertising	4 2 3	6
1.0.2.010-0.3.1-0.1.0	Manager Display	4 3 3	8
1.0.4.010-0.6.8-0.1.0	Advertising Assistant	4 3 4	7
1.0.5.010-0.6.8-0.2.6	Sales-Service Promoter	4 3 5	7
2.9.8.010-0.6.1-0.1.0	Merchandise Displayer	4 2 1	5
3.5.3.010-3.6.8-0.1.0	Attendant Traveling Display	4 2 4	4

According to the National Center for Educational Statistics, a vocational program is defined as a planned sequence of courses, services, or other educational activity designed to prepare individuals for employment in a specific occupation or cluster of closely related occupations. The PCI is a recommended means of defining a vocational program by its courses and occupational objectives. The data contained on the PCI does this by:

1. utilizing existing State and National coding systems to describe the scope and content of specific vocational training programs;

2. specifying the occupations for which a student will be trained upon completion of a given program;

3. indicating information pertaining to the availability and operational aspects of the program;

4. indicating the purpose of each course within a program; and

5. indicating the minimum requirements needed by the student to complete the program.

PCI Applications

1. Program/Course Approval

Every college/school district has some means, i.e., curriculum committees, administrative councils, boards of education, to approve courses and programs. Utilizing the PCI in this process enables decision-makers to see the relationship of one course to another, the relationship of the program to specific occupations, and other technical relationships such as instructional time, facility utilization, etc.

The State Department of Education has responsibility for approving courses offered by Regional Occupational Programs and Centers (ROP/C). Although not presently used for this purpose, the PCI contains many of the same information elements as the current VE 77 application for ROP/C Course Approval. The detailed information provided on the PCI can assist with the ROP/C course approval process.

Community colleges are subject to several approval processes before beginning actual delivery of a program and the courses that comprise it. The process starts with the completion of Form CC-EP-1 The Application for Approval of New Educational Programs (revised April 1977). There are a number of similarities in this form and the PCI; therefore, it is generally agreed that the PCI will help facilitate the completion of this form.

With passage of S.B. 1641, it is now necessary for the Chancellor's Office to monitor the operation of these courses and programs once they are approved. The PCI and its related computer generated reports can assist the staff of the Chancellor's Office with this task.

2. Program Articulation

The PCI has been used by several school districts to assist them in preparing required articulation agreements. Because of its design and associated definitions, the PCI enables secondary vocational education directors, community college deans, ROP/C directors and adult education principals to analyze program content. This process will improve the student's mobility through anticipated programs offered by various participating institutions without being required to repeat certain competencies.

The PCI also facilitates the identification of courses which are common to several programs. This type of horizontal program articulation is particularly valuable to the student who changes program objectives and desires to know other potential options available. Applied in an administrative capacity, horizontal articulation analysis is important when considering what the expansion efforts of a particular program will have on other related programs.

3. Delineation of Function

The PCI is useful to vocational education program administrators who are faced with the problems of justifying the operation of a particular program. Such factors as instructional time required to offer the program, complexity of subject matter, related occupations, and numerous other details are displayed on the PCI. The different information elements are critical to those delineations of function process.

4. Analysis of Program Operation

Each program administrator needs to monitor the programs for which he/she has responsibility. The PCI and its related computer reports* facilitate analysis of student enrollment rates, completion

* *These computer reports are generated by the Public Education Supply Data System (PESDS).*

rates, placement rates, and other important program performance characteristics. These reports are also useful for facility and staff utilization management studies. A monitoring process should be an important part of the total program evaluation effort.

5. Analysis of Program Curriculum

Completion of the PCI serves as a verification process to ensure that the instructional content of the program matches the requirements for the occupations associated with the program. The Dictionary of Occupational Titles, (Third/Fourth Edition) serves as a useful tool for conducting a preliminary analysis of job requirements in relationship to program curriculum. This analysis can also also be used by the program advisory committees to further verify instructional content, curriculum/occupation relationships and course articulation.

6. Allocation of Resources

When used with other information such as supply/demand reports, the PCI information can be used by vocational education program administrators to help determine the allocation of fiscal resources to specific programs. For example, the proper identification of associated occupations with the program in question enables the administrator to check student placement rates in the specified occupation. Those programs with low placement rates, but with high potential placement (determined from the Supply/Demand Report and local study) may require more funds allocated to placement.

7. Occupational Counseling and Guidance

When used by a skilled counselor, the PCI can reveal to the student the relationship among specific programs, the courses which comprise them and the occupations which they are preparing the student to enter. Before pursuing a particular program, the student should be knowledgeable of certain additional factors which are also identified on the PCI, i.e., commitment of the time it takes to

complete the program, minimum requirements, and course options available. Other information contained on the PCI (such as related math and language requirements for the job, physical abilities, mental aptitudes, and the geographic location of the program) is also necessary to assist students in making meaningful occupational decisions.

Instructions for Completing the Program/Course Inventory Form (PCI)

The instructions that follow are a suggested step-by-step procedure for completing the Program/Course Inventory (PCI) Form. As users become familiar with the form, they may wish to make modifications to meet the unique needs of their Local Educational Agency (LEA). The program information items (A, B, C, D, etc.) and the Course/Occupational information columns (1, 2, 3, 4, etc.) are NOT in sequential order in the instructions but rather in the anticipated order that the agency would complete the form. Definitions have been incorporated into the instructions for clarification.

SIDE I

Step One Public Schools Only (Secondary, Community College, Adult, ROP/Cs)

Item A CDS Code (County/District/School):

Enter the appropriate 14 digit CDS code. CDS codes can be obtained from the California Schools Directory. CDS codes for ROP/Cs have been provided in Appendix A of this publication.

Step Two Public Schools Only (Secondary, Community College, Adult ROP/Cs)

Item E District Name:

Enter the name of the district in which the program is physically located.

Item F School/College Name:

Enter in item F the name of the school/college at which the program is physically located. If the program is being conducted off campus, i.e., community classrooms, mobile units, contracted programs, etc., this space may be utilized to enter the name of the physical site location.

Item M Local Locator Code (Optional):

To further identify off campus sites, it is suggested that Item M be utilized to record the geographical location by census tract identifiers. Census tract identifiers and codes are available from county/local planning departments or from your COIS socioeconomic reports (Appendix B).

Note: Item E can accommodate a maximum of twenty-four (24) positions. Item F can accommodate a maximum of eighteen (18) positions including space between words. When necessary, abbreviations should be used.

Step Three All Users

Item B USOE Code:

From the publication Standard Terminology for Curriculum and Instruction in Local State School Systems (Handbook VI), choose the most appropriate United States Office of Education code/title that defines the program being inventoried. (See the following note of explanation for coding of exploratory and general work experience programs.) Although the USOE code has ten positions, in most cases only the first six positions are needed to define the program. In some cases, the codes must be

extended beyond the sixth position to differentiate between two programs sharing the same six position codes, for example:

01.010206 Plant Pathology
01.010207 Entomology

Note: Handbook VI need not be consulted for two USOE Categories; "Exploratory Work Experience" and "General Work Experience." In California these USOE areas will be identified for State reporting requirements as follows:

00.01 Exploratory Work Experience
00.02 General Work Experience

A separate PCI for each of these work experience programs should be completed if applicable.

Item H USOE Program Title

Enter the USOE program title that corresponds with the appropriate USOE code found in Handbook VI.

Item J Program Meets State Plan (For Vocational/Occupational Programs Only):

Mark an "X" in the box if the program identified in Item B meets the State Plan for Vocational Education, 1977, and the policies/procedures issued by the State Department of Education and the Chancellor's Office of the California Community Colleges.

Step Four All Users

Item L New, Continuing and Proposed Programs:

Place an "X" in the appropriate box to indicate if the program is new, continuing or being proposed.

New: A program which is currently operating and is in its first school year of operation.

Continuing: A program which is currently operating and has been in operation for more than one school year.

Proposed: A program which is not currently operating, but is proposed to be operational within one school year.

Step Five All Users

Item N Data Processing Identification Code (Data Processing Use Only-Optional):

An optional item to be used by data processing centers that have assigned unique school identification codes other than the State assigned CDS codes. A maximum of eight positions have been allocated for this purpose.

Step Six All Users

Item C Deliverer of Services:

Place an "X" in the box opposite the type of instruction that operates the instructional program and receives operational funds for the program via State appointment, student fees, or CETA.

Note: When any of the following situations occurs within a public school, two boxes should be marked with an "X."

1) *When a public school offers a program as a result of contracting with a private agency.*

2) *When a public school operates a program through CETA funding.*

3) *When a public school contracts with another public school.*

Step Seven - All Users

Column 6 Course Title:

List the course titles which comprise the USOE program identified in step three.

Note: Column 6 can accommodate a maximum of eighteen (18) positions including the spaces between words. When necessary, abbreviations should be used.

Step Eight All Users (If Applicable)

Column 4 District Course Number (If Applicable):

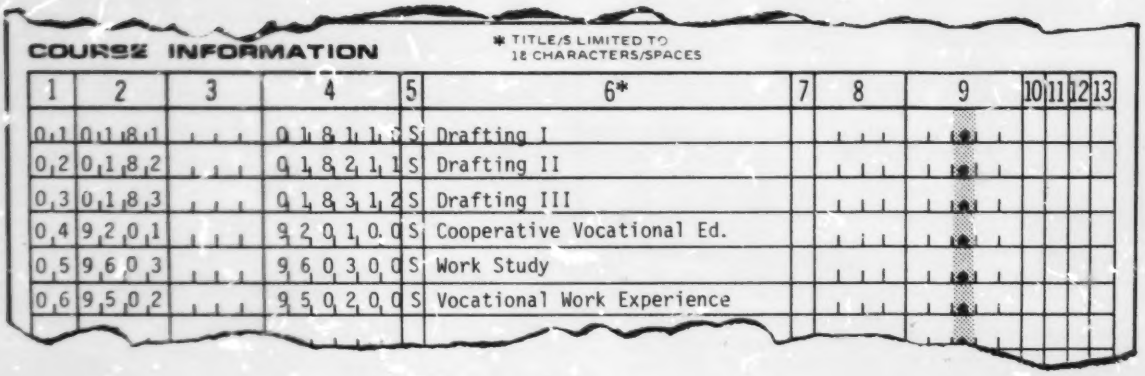
List the district course codes which relate to the courses listed in column 6. District course codes are used by school/college districts to identify their courses for scheduling and other purposes and are usually found in the District Master Course Directory.

Column 2 Unique Course Codes:

Identify each course listed in column 6 by a unique four-digit code (see Figure B). It is suggested that this unique code be numeric and must be limited to four (4) positions. For example:

0181 Drafting (First Year)
0182 Drafting (Second Year)
0183 Drafting (Third Year)

FIGURE B



COURSE INFORMATION

* TITLE/S LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13
0,1	0,1,8,1		0,1,8,1,1,1	S	Drafting I							
0,2	0,1,8,2		0,1,8,2,1,1	S	Drafting II							
0,3	0,1,8,3		0,1,8,3,1,2	S	Drafting III							
0,4	9,2,0,1		9,2,0,1,0,0	S	Cooperative Vocational Ed.							
0,5	9,6,0,3		9,6,0,3,0,0	S	Work Study							
0,6	9,5,0,2		9,5,0,2,0,0	S	Vocational Work Experience							

The only limitation in assigning unique numeric codes to courses is in the coding of work experience programs. Work experience programs must be coded with a nine (9) as the first position in the four position code and must be assigned to the USOE program with which they are associated.

The following is a suggested coding system for the various types of work experience programs:

91XX Apprenticeship
92XX Cooperative Vocational Education
*93XX Exploratory Work Experience
*94XX General Work Experience
95XX Vocational Work Experience
96XX Work Study
97XX Exemplary

Note: *School districts utilizing the Public Education Supply Data System (PESDS) and contracting with Regional Data Processing Centers have been identifying their courses*

* See Step Three

in column 2 with California Course Codes (CCC). The use of the CCC is still recommended for uniquely coding courses for this process or for the PESDS.

Column 3 Course CID Code (Classification of Instructional Disciplines) Community College Use Only:

Enter the CID code associated with each course listed in column 6.

Item D Program CID Code (Community College Use Only):

Enter the CID code which reflects the program intent and course content of the majority of courses listed in column 6. For example, a college which has gone through the Chancellor's Office program approval process will have a list of courses which were submitted under a specific CID code such as Banking and Finance 0504. If the majority of courses listed in column 6 are from other disciplines such as Accounting 0502 or Business English 1501, these discipline codes will be reflected in column 3 opposite the applicable courses in column 6.

Step Nine All Users

Column 1 Line Number:

Numerically sequence each course listed in column 6 beginning with the number 01 and ending with 16. If more line items are needed, use additional forms as necessary. When using additional forms, complete only items A, B, and C for program identification purposes and continue the numerical sequencing of the courses with the number 17.

Step Ten All Users

Column 5 Course Meets State Plan:

Identify with the letter "S" all courses listed in column 6 which meet the California State Plan for Vocational Education, 1977, and the policies/procedures issued by the State Department of Education and the Chancellor's Office of the California Community Colleges.

Step Eleven All Users

Column 7 Course Occupational Objectives:

Based upon the following definitions, identify the occupational objective of each course comprising the program.

A. Apprenticeship

An "A" designated course is part of an approved apprenticeship program.

B. Advanced Occupational

A "B" designated course is offered in one specific occupational program and clearly identifies the enrolled student as a major in this program. "B" courses will generally be those taken by students in the advanced stages of their occupational program.

C. Intermediate

A "C" designated course is generally offered in several related occupational programs within a broad program field, i.e.; 01 Agriculture, 04 Distributive Education,

07 Health Occupation, etc. "C" designated courses will generally be taken by students in the middle stages of their occupational programs.

D. Beginning Occupational

A "D" designated course is at the introductory level and may be included in more than one occupational program. Non-occupational, as well as occupational majors, often enroll in "D" courses. For borderline courses (between "C" and "D" designations), it is suggested that the deciding factor should be an estimate of the number of students taking the course whose enrollment is other than vocational education. If the vocational education majors are in the minority, then the courses should be designated "D."

E. Non-occupational

An "E" designated course is primarily designed for non-occupational majors who desire subject acquaintanceship.

Occupational objective classifications are used to describe the occupational purpose of the courses within a defined USOE training program. The codes used to distinguish the occupational objective for each course should be assigned according to the judgment and the experience of the local vocational education administrator in conjunction with the opinion of the teacher(s) assigned to the program. The assignment of these codes should be based on the specific content of each as it relates to other courses within the total training program. Also, the code assignment process should consider goals of the student, i.e., is the course designed to prepare for entry-level employment or job upgrading.

Step Twelve All Users

Column 8 Course Hours:

Enter the minimum number of hours required to complete the formal instruction (lecture/lab/on-the-job training) assigned to each course listed in column 6.

Note: Community Colleges Only

Courses that are approved "Craft Classes" for adults (Title Five of the California Administrative Code 58140 and 58141) must identify in column 8 the maximum number of course hours to be allowed for each student to complete the course.

Item K Program Length (Hours):

Add the number of hours (column 8) associated with all the courses listed in column 6. This sum will represent the total number of hours for the program and should be entered in item K.

Step Thirteen All Users

Column 9 Credits/Units Required:

Enter all the required number of units or credits to be granted upon satisfactorily completing the courses identified in column 6.

Step Fourteen All Users

Column 10 Course Utilization:

Assign to each course listed in column 6 a code designation of (A) required, (B) required optional, or (C) recommended.

This code identifies course significance in relationship to the total program and its occupational objectives. For example, the PCI form, shown on page 19 for a stenographic program identifies Typing I, Typing II, and Shorthand I as required courses. This means that these three courses contain all the necessary content to gain the skills needed to successfully perform as a stenographer. All other courses may be taken by a student for the purpose of acquiring either general knowledge or additional occupational preparation.

These code designations may also be used to determine unduplicated program enrollment count. The National Center for Educational Statistics (NCES) has defined a program enrollment as the official entrance of a student into a vocational education program at the level at which a vocational objective can be stated or implied. Program enrollments should represent an unduplicated count meaning that an individual is to be counted only once regardless of the number of programs in which he or she is enrolled during the year. Persons who were enrolled in more than one program during the year, or who transferred from one program to another, must be counted as being enrolled in that program most recently entered the program for which he or she has the most contact hours of instruction.

The Public Education Supply Data System (PESDS)* defines a program enrollment as follows: A student is considered enrolled in a vocational education program when he or she is taking credit for (1) one or more required or required optional courses which are included in a regular vocational training program as identified on the Program/Course Inventory (PCI), or (2) any designated course comprising a defined 09.01 series Home Economics program which meets the State Plan for Vocational Education, 1977, and policies and procedures issued by the State Department of Education, or (3) any designated course

* *The Public Education Supply Data System (PESDS), a sub-system within the California Occupational Information System (COIS), is a computerized system that generates information to complete the VE projected enrollments, the VEA 48s, and portions of the 45s. It also provides the basis to produce supply/demand information, an essential data requirement for program planning.*

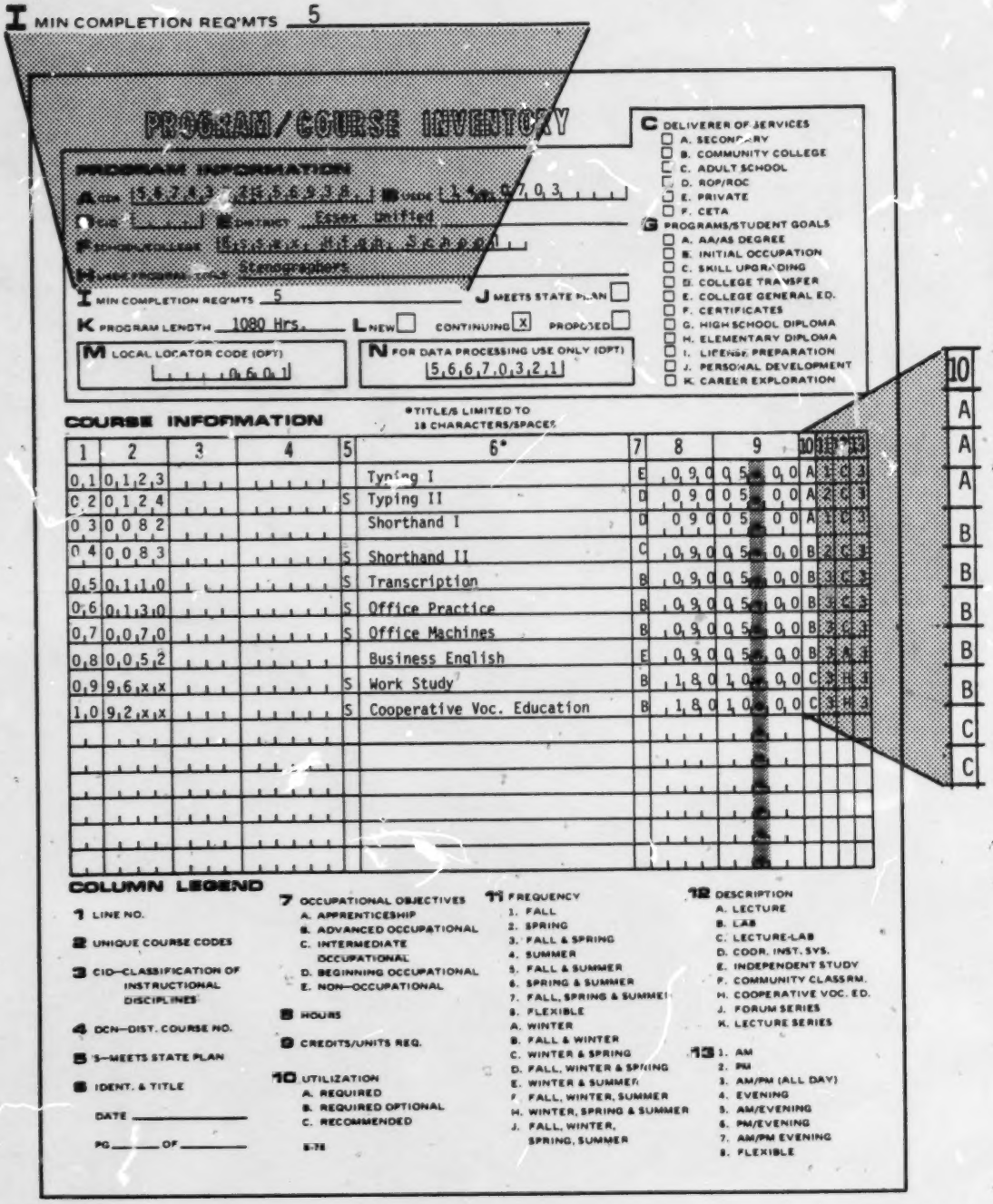
comprising a 10.00 series Industrial Arts program which meets the State Plan for Vocational Education, 1977, and policies and procedures issued by the State Department of Education.

Step Fifteen All Users

Item I Minimum Completion Requirements:

Enter the minimum number of courses a student would be required to take to complete the program. As defined by the National Center for Educational Statistics (NCES), program completers are those students who have finished a planned sequence of courses/services designated to meet a vocational objective and purports to teach entry-level job skills and are available for full-time employment. The PESDS defines a program completion as follows: A student will be considered a program completer when he/she has successfully completed the minimum number of "A" required and "B" required optional courses as indicated in item I. Using the following Stenographer's PCI (Figure C) as an example, a total of ten courses makes up this program of which three are indicated as being required "A," five courses are required optional "B," and two are recommended "C." In order for a student to successfully complete this program and have the skills necessary to obtain employment, at least five out of the ten courses must be completed. Therefore, of the five courses that are required optional, a student has the flexibility of selecting and completing at least two courses. In order to record the program's minimum completion requirements in terms of the number of courses needed, item I has been provided. For this example, the number five (three required courses plus two required optional courses) should be recorded in item I.

FIGURE C



I MIN COMPLETION REQ'MTS 5

PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A CDN 5,6,7,4,3 B 5,6,9,3,8 C 1,5,0,7,0,3

D CID E DISTRICT Essex Unified

F SCHOOL/COLLEGE 6,2,4,x Hi-Ho Secretarial

H VOC PROGRAM TITLE Stenographers

I MIN COMPLETION REQ'MTS 5 J MEETS STATE PLAN ☐

K PROGRAM LENGTH 1080 Hrs. L NEW ☐ CONTINUING [X] PROPOSED ☐

M LOCAL LOCATOR CODE (OPT) 0,6,0,1

N FOR DATA PROCESSING USE ONLY (OPT) 5,6,6,7,0,3,2,1

C DELIVERER OF SERVICES
- ☐ A. SECONDARY
- ☐ B. COMMUNITY COLLEGE
- ☐ C. ADULT SCHOOL
- ☐ D. ROP/ROC
- ☐ E. PRIVATE
- ☐ F. CETA

G PROGRAMS/STUDENT GOALS
- ☐ A. AA/AS DEGREE
- ☐ B. INITIAL OCCUPATION
- ☐ C. SKILL UPGRADING
- ☐ D. COLLEGE TRANSFER
- ☐ E. COLLEGE GENERAL ED.
- ☐ F. CERTIFICATES
- ☐ G. HIGH SCHOOL DIPLOMA
- ☐ H. ELEMENTARY DIPLOMA
- ☐ I. LICENSE PREPARATION
- ☐ J. PERSONAL DEVELOPMENT
- ☐ K. CAREER EXPLORATION

COURSE INFORMATION

*TITLES LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13
0,1	0,1,2,3				Typing I	E	0,9,0	0,5,0,0	A	1	C	3
0,2	0,1,2,4			S	Typing II	D	0,9,0	0,5,0,0	A	2	C	3
0,3	0,0,8,2				Shorthand I	D	0,9,0	0,5,0,0	A	1	C	3
0,4	0,0,8,3			S	Shorthand II	C	0,9,0	0,5,0,0	B	2	C	3
0,5	0,1,1,0			S	Transcription	B	0,9,0	0,5,0,0	B	3	C	3
0,6	0,1,3,0			S	Office Practice	B	0,9,0	0,5,0,0	B	3	C	3
0,7	0,0,7,0			S	Office Machines	B	0,9,0	0,5,0,0	B	3	C	3
0,8	0,0,5,2				Business English	E	0,9,0	0,5,0,0	B	3	A	3
0,9	9,6,x,x			S	Work Study	B	1,8,0	1,0,0,0	C	3	H	3
1,0	9,2,x,x			S	Cooperative Voc. Education	B	1,8,0	1,0,0,0	C	3	H	3

10
A
A
A
B
B
B
B
B
C
C

COLUMN LEGEND

1 LINE NO.

2 UNIQUE COURSE CODES

3 CID—CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES

4 DCN—DIST. COURSE NO.

5 S—MEETS STATE PLAN

6 IDENT. & TITLE

DATE _____

PG _____ OF _____

7 OCCUPATIONAL OBJECTIVES
- A. APPRENTICESHIP
- B. ADVANCED OCCUPATIONAL
- C. INTERMEDIATE OCCUPATIONAL
- D. BEGINNING OCCUPATIONAL
- E. NON—OCCUPATIONAL

8 HOURS

9 CREDITS/UNITS REQ.

10 UTILIZATION
- A. REQUIRED
- B. REQUIRED OPTIONAL
- C. RECOMMENDED

5-78

11 FREQUENCY
1. FALL
2. SPRING
3. FALL & SPRING
4. SUMMER
5. FALL & SUMMER
6. SPRING & SUMMER
7. FALL, SPRING & SUMMER
8. FLEXIBLE
A. WINTER
B. FALL & WINTER
C. WINTER & SPRING
D. FALL, WINTER & SPRING
E. WINTER & SUMMER
F. FALL, WINTER, SUMMER
H. WINTER, SPRING & SUMMER
J. FALL, WINTER, SPRING, SUMMER

12 DESCRIPTION
- A. LECTURE
- B. LAB
- C. LECTURE-LAB
- D. COOP. INST. SYS.
- E. INDEPENDENT STUDY
- F. COMMUNITY CLASSRM.
- H. COOPERATIVE VOC. ED.
- J. FORUM SERIES
- K. LECTURE SERIES

13
1. AM
2. PM
3. AM/PM (ALL DAY)
4. EVENING
5. AM/EVENING
6. PM/EVENING
7. AM/PM EVENING
8. FLEXIBLE

Step Sixteen All Users

Column 11 Course Frequency:

Indicate the course frequency by entering one of the following codes:

1. Fall
2. Spring
3. Fall & Spring
4. Summer
5. Fall & Summer
6. Spring & Summer
7. Fall, Spring & Summer
8. Flexible this category can be used to define courses that start and end on an irregular basis, i.e., short-term courses.

A. Winter
B. Fall & Winter
C. Winter & Spring
D. Fall, Winter & Spring
E. Winter & Summer
F. Fall, Winter & Summer
H. Winter, Spring & Summer
J. Fall, Winter, Spring & Summer

Step Seventeen All Users

Column 12 Instructional Description:

Indicate the type of instructional method being employed by entering one of the following codes:

A. Lecture

A lecture course is one in which the teacher gives an oral presentation of facts or principles, the class frequently being responsible for note taking. This activity usually involves little or no pupil participation by questioning or discussion.

B. Lab

Learning activities carried on by pupils in a laboratory designed for individual or group study of a particular subject-matter area involving the practical application of theory through observation, experimentation, and research, or in the case of foreign language instruction involving learning through demonstration, drill, and practice. This applies also to the study of art and music, though such activity in this instance may be referred to as a studio experience.

C. Lecture/Lab

Those performance classes which do not have a separate lecture and laboratory session but whose subject content requires that lecture materials be interpreted at frequent and appropriate intervals throughout the class.

D. Coordinate Instruction System (CIS)

Coordinate instruction is a system in which a variety of technical methods including the use of mechanical and electronic devices, self-instructional materials, and other similar teaching techniques may be used. (Title Five of the California Administrative Code, 55301)

E. Independent Study

An independent study course is one in which a student contracts with an instructor to perform a specific amount of work over a prescribed length of time to receive a specified amount of credits/units.

F. Community Classroom

A community classroom is a site or series of physical locations in which occupational training programs are conducted. A community classroom has as its general purpose the expansion of occupational training opportunities by utilizing existing sites and facilities other than those of the public schools. A private postsecondary school under contract with a public school agency to provide occupational training pursuant to Education Code Section 30133 shall not be considered to be a community classroom.

G. Cooperative Vocational Education

Cooperative vocational education is defined as a program/course of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction including required academic courses and related vocational instruction by alternating study in school with a job in any occupational field. Those two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his/her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

H. Forum Series

A forum series course is an adult class which provides for discussion of public affairs under qualified leadership. (Title Five of the California Administrative Code, 581050-55)

I. Lecture Series

A lecture series course is an adult class concerned with regulated subjects of educational value excluding those in public affairs. (Title Five of the California Administrative Code, 58160-62)

Step Eighteen All Users

Column 13 Time Course Offered:

Indicate the time the course is being offered by entering one of the following codes:

1. a.m.
2. p.m.
3. a.m./p.m. (all day)
4. a.m./evening
5. p.m.
6. a.m./p.m./evening
7. flexible - this category can be used to define independent study or other courses that may not have a predetermined schedule.

Step Ninteen All Users

Item G Program/Student Goals:

Indicate with an "X" the classification or classifications that best define the program in terms of the perceived objectives of the majority of the students enrolled in the program. More than one box may be checked.

A. AA/AS Degree

A college degree authorized by the California Title Five Administrative Code in Associate of Arts (AA) or Associate of Science (AS).

B. Initial Occupation

Education and training for an entry-level occupation for a person not currently employed in that occupation or a related occupation. In this type of program, a student is normally considered to be of "preservice" or adult preparatory status.

C. Skill Upgrading

Education and training in skills that pertain to the student's specific occupation or related occupation normally within his current employment or industry. In addition, a student who requires upgrading or refreshing of skills for continuation or promotion is included in this category. Normally, this student is defined in the "inservice" or adult supplemental category.

D. College Transfer

College courses which are approved transfer courses to an accredited college or university.

E. College General Education

Those programs which offer intellectual and cultural experiences for the personal development needed by students to realize their full potential as individuals.

F. Certificates

A certificate of achievement is granted any student who meets the requirements based on units or work, residence, and scholarship. Normally, a certificate is for one-to-two semesters in an occupational program and requires completing between 15 to 30 units with a "C" grade average or better.

G. High School Diploma

Those courses which satisfy State and local board of education requirements for the awarding of a high school diploma.

H. Elementary Diploma

The pre-high school program which, upon satisfactory completion, designates that the individual has completed the eighth grade level of education.

I. License Preparation

Specific occupational programs requiring licensing by the State Department of Consumer Affairs. Normally, licensing preparation requires from one-to-four semesters of work and/or completion of an AA/AS degree.

J. Personal Development

Those courses which are designed to provide an individual with opportunity to increase proficiency in areas which may or may not lead towards a high school diploma or AA/AS Degree.

K. Career Exploration

Those programs which are designed to assist individuals in learning about careers in order to make informed and meaningful occupational choices.

SIDE II

Step Twenty All Users

Item A County/District/School (CDS) Code:

Enter the appropriate CDS code as defined under Step One.

Item B USOE Code:

Enter the appropriate USOE code as defined under Step Three.

Step Twenty-One All Users

Columns 14 and 14 DOT Codes and Occupational Titles:

Enter from the Dictionary of Occupational Titles (Third or Fourth Edition) the occupational titles(s) and corresponding code(s) for which the program is designed to train. This section of the Program/Course Inventory Form is used to define the USOE program in terms of its specific occupational objectives. The United States Office of Education published Vocational Education and Occupations OE-80061 and the California Manpower Management Information System Cross-Code Index, (Third Edition), Volume II defines vocational training programs in terms of occupations which have relationships to specific USOE training programs. The occupational titles and codes listed in the above publications reflect those occupations that might result from training. The purpose of this portion of the inventory is to have the deliverer of services select the most appropriate occupational titles and codes for which their training programs provide entry-level skills.

FIGURE D

OCCUPATIONAL INFORMATION

A CDS 5,6,7,4,3,0,2,2,5,6,9,3,1,8

B USOE CODE 1,4,0,7,0,3

C DELIVERER OF SERVICES
- [X] A. SECONDARY SCHOOL
- [ ] B. COMMUNITY COLLEGE
- [ ] C. ADULT SCHOOL
- [ ] D. ROP/ROC
- [ ] E. PRIVATE
- [ ] F. CETA

14	15	16	17
DOT CODE/S	OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	GED RML	SVP
2,0,2,.,3,6,2,-,0,1,0	Shorthand Reporter		
2,0,2,.,3,6,2,-,0,1,4	Legal Stenographer		
2,0,2,.,3,6,2,-,0,1,8	Stenographer		
2,0,2,.,3,6,2,-,0,2,2	Stenotype Operator		

Step Twenty-Two All Users

Columns 16 and 17 GED and SVP:

Enter the "General Education Development" (GED) code and "Specific Vocational Preparation" (SVP) code assigned to each Third Edition DOT code and title listed in columns 14 and 15.* The GED code is a three-digit code which designates the amount of general education and/or life experience necessary for satisfactory performance of any given job. (R) indicates reasoning development, (M) identifies mathematics development, and (L) identifies language development.

The SVP code relates to a span of time required to learn the techniques, develop the facilities, and acquire the necessary information for average performance in a specific job.

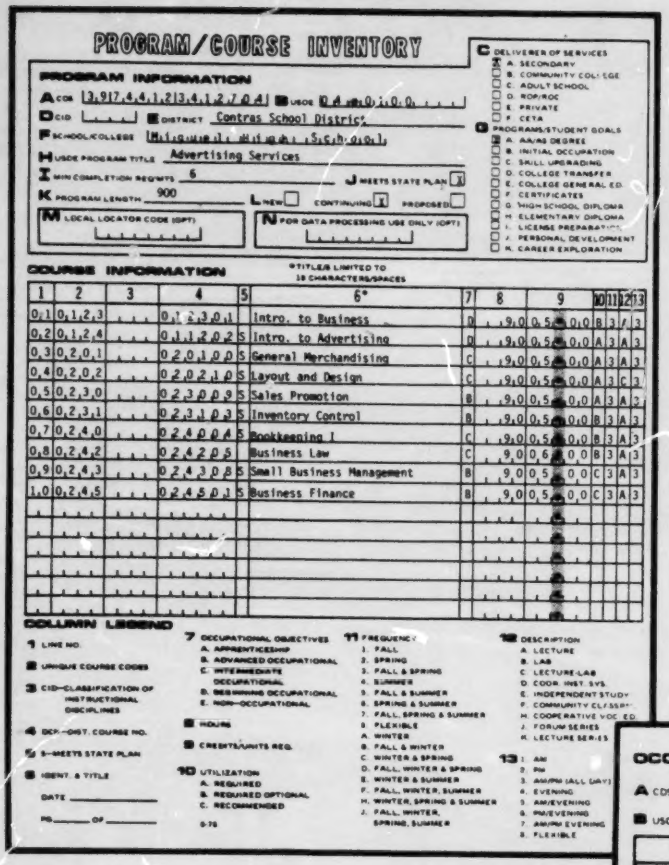
Note: The Fourth Edition Dictionary of Occupational Titles (DOT) does not contain listings of GED and SVP. Those will be published in a supplement on a date to be announced.

Both the GED and SVP codes for Third Edition DOT occupational listings are further defined in the California Manpower Management Information System Cross-Code Index, Volume I.

EXAMPLES

Examples of the Completed PCI Forms for Secondary Schools

SIDE 1



PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A CDS 3,9,1,7,4,4,1,2,1,3,4,1,2,7,0,4 USOE 0,4,0,0,0,1,0,0,0,0

D CID DISTRICT Contra Costa School District

F SCHOOL/COLLEGE

H USOE PROGRAM TITLE Advertising Services

I MIN COMPLETION REQMTS 6 J MEETS STATE PLAN X

K PROGRAM LENGTH 900 L NEW CONTINUING X PROPOSED

M LOCAL LOCATOR CODE (OPT)

N FOR DATA PROCESSING USE ONLY (OPT)

C DELIVERER OF SERVICES
A. SECONDARY
B. COMMUNITY COLLEGE
C. ADULT SCHOOL
D. ROP/ROC
E. PRIVATE
F. CETA

G PROGRAMS/STUDENT GOALS
A. AA/AS DEGREE
B. INITIAL OCCUPATION
C. SKILL UPGRADING
D. COLLEGE TRANSFER
E. COLLEGE GENERAL ED.
F. CERTIFICATES
G. HIGH SCHOOL DIPLOMA
H. ELEMENTARY DIPLOMA
I. LICENSE PREPARATION
J. PERSONAL DEVELOPMENT
K. CAREER EXPLORATION

COURSE INFORMATION

*TITLES LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13
0,1	0,1,2,3		0,1,2,3,0,1		Intro. to Business	D	9,0	0,5	0,0	B	3	3
0,2	0,1,2,4		0,1,1,2,0,2	S	Intro. to Advertising	D	9,0	0,5	0,0	A	3	3
0,3	0,2,0,1		0,2,0,1,0,0	S	General Merchandising	C	9,0	0,5	0,0	A	3	3
0,4	0,2,0,2		0,2,0,2,1,0	S	Layout and Design	C	9,0	0,5	0,0	A	3	C
0,5	0,2,3,0		0,2,3,0,0,9	S	Sales Promotion	B	9,0	0,5	0,0	A	3	A
0,6	0,2,3,1		0,2,3,1,0,3	S	Inventory Control	B	9,0	0,5	0,0	B	3	A
0,7	0,2,4,0		0,2,4,0,0,4	S	Bookkeeping I	C	9,0	0,5	0,0	B	3	A
0,8	0,2,4,2		0,2,4,2,0,5		Business Law	C	9,0	0,6	0,0	B	3	A
0,9	0,2,4,3		0,2,4,3,0,8	S	Small Business Management	B	9,0	0,5	0,0	C	3	A
1,0	0,2,4,5		0,2,4,5,0,1	S	Business Finance	B	9,0	0,5	0,0	C	3	A

COLUMN LEGEND

1 LINE NO.

2 UNIQUE COURSE CODES

3 CID—CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES

4 DCP.—DIST. COURSE NO.

5 S—MEETS STATE PLAN

6 IDENT. & TITLE

DATE

PG. OF

7 OCCUPATIONAL OBJECTIVES
A. APPRENTICESHIP
B. ADVANCED OCCUPATIONAL
C. INTERMEDIATE OCCUPATIONAL
D. BEGINNING OCCUPATIONAL
E. NON-OCCUPATIONAL

8 HOURS

9 CREDITS/UNITS REQ.

10 UTILIZATION
A. REQUIRED
B. REQUIRED OPTIONAL
C. RECOMMENDED

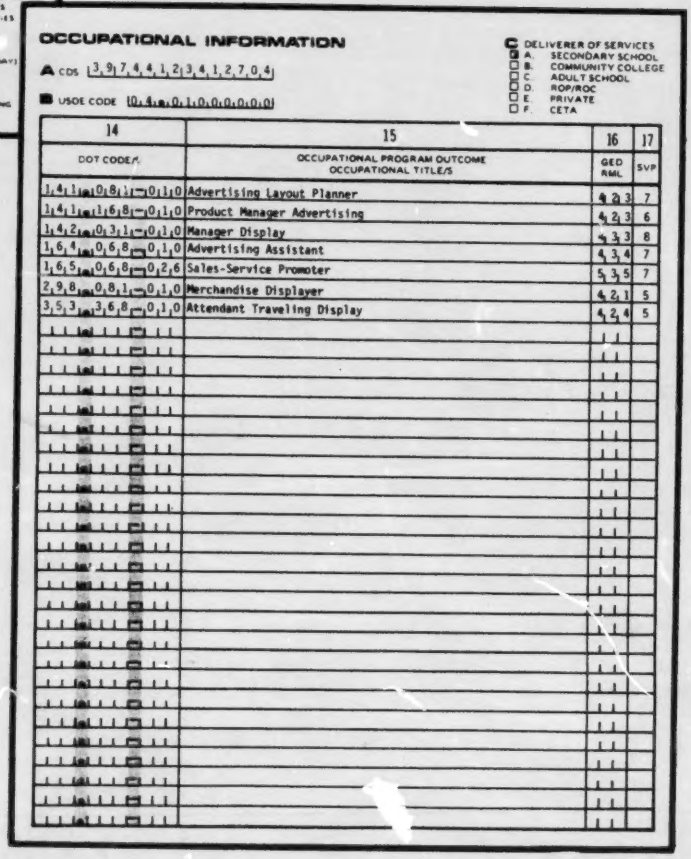
11 FREQUENCY
1. FALL
2. SPRING
3. FALL & SPRING
4. SUMMER
5. FALL & SUMMER
6. SPRING & SUMMER
7. FALL, SPRING & SUMMER
8. FLEXIBLE
A. WINTER
B. FALL & WINTER
C. WINTER & SPRING
D. FALL, WINTER & SPRING
E. WINTER & SUMMER
F. FALL, WINTER, SUMMER
H. WINTER, SPRING & SUMMER
J. FALL, WINTER, SPRING, SUMMER

12 DESCRIPTION
A. LECTURE
B. LAB
C. LECTURE-LAB
D. COOP. INST. SYS.
E. INDEPENDENT STUDY
F. COMMUNITY CLASSES
H. COOPERATIVE VOC. ED.
J. FORUM SERIES
K. LECTURE SERIES

13 AM
PM
AM/PM (ALL DAY)
EVENING
AM/EVENING
PM/EVENING
AM/PM EVENING
FLEXIBLE

The adjacent example of Side 1 of the PCI reflects information pertinent to the deliverer of the USOE program and the content and structure of the program.

SIDE 2



OCCUPATIONAL INFORMATION

A CDS 3,9,1,7,4,4,1,2,1,3,4,1,2,7,0,4

USOE CODE 0,4,0,0,0,1,0,0,0,0,0,0

C DELIVERER OF SERVICES
A. SECONDARY SCHOOL
B. COMMUNITY COLLEGE
C. ADULT SCHOOL
D. ROP/ROC
E. PRIVATE
F. CETA

14	15	16	17
DOT CODE/	OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	GED RML	SVP
1,4,1,1,0,1,8,1,-,0,1,0	Advertising Layout Planner	4 2 3	7
1,4,1,1,1,6,8,-,0,1,0	Product Manager Advertising	4 2 3	6
1,4,2,0,3,1,-,0,1,0	Manager Display	4 3 3	8
1,6,4,0,6,8,-,0,1,0	Advertising Assistant	4 3 4	7
1,6,5,0,6,8,-,0,2,6	Sales-Service Promoter	5 3 5	7
2,9,8,0,8,1,-,0,1,0	Merchandise Displayer	4 2 1	5
3,5,3,3,6,8,-,0,1,0	Attendant Traveling Display	4 2 4	5

Side 2 of the PCI displays information pertinent to the occupational objectives of the USOE program described on Side 1 of the PCI.

Example of the Completed PCI Form for Community Colleges

SIDE 1

PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A CON 1,4,3,2,1,7,5,4,5,9,7,3,7,1 — B USOE 1,4,9,0,7,0,0,0,0,0,0,0
D CID 0,5,4,0 — E DISTRICT Arbor Community College District
F SCHOOL/COLLEGE Arbor, Sage College
H USOE PROGRAM TITLE Steno, Secretarial and Related Occupations
I MIN COMPLETION REQMTS 6 — J MEETS STATE PLAN X
K PROGRAM LENGTH 486 — L NEW ☐ CONTINUING X PROPOSED ☐
M LOCAL LOCATOR CODE (OPT)
N FOR DATA PROCESSING USE ONLY (OPT)

C DELIVERER OF SERVICES
☐ A. SECONDARY
☒ B. COMMUNITY COLLEGE
☐ C. ADULT SCHOOL
☐ D. ROP/ROC
☐ E. PRIVATE
☐ F. CETA

G PROGRAMS/STUDENT GOALS
☐ A. AA/AS DEGREE
☒ B. INITIAL OCCUPATION
☐ C. SKILL UPGRADING
☐ D. COLLEGE TRANSFER
☐ E. COLLEGE GENERAL ED.
☐ F. CERTIFICATES
☐ G. HIGH SCHOOL DIPLOMA
☐ H. ELEMENTARY DIPLOMA
☐ I. LICENSE PREPARATION
☐ J. PERSONAL DEVELOPMENT
☐ K. CAREER EXPLORATION

COURSE INFORMATION

*TITLES LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13
0,1	7,4,1,1	0,1,1,1		S	Typing I	E	,5,4	0,3,6,0,0,0	A	3	C	3
0,2	7,4,1,2	0,1,1,2		S	Typing II	D	,5,4	0,3,6,0,0,0	A	3	C	3
0,3	8,9,1,1	0,2,1,1		S	Shorthand I	D	,5,4	0,3,6,0,0,0	A	3	C	3
0,4	8,9,1,2	0,2,1,2		S	Shorthand II	B	,5,4	0,3,6,0,0,0	A	3	C	3
0,5	6,4,3,1	0,7,4,1		S	Transcription	B	,5,4	0,3,6,0,0,0	B	3	C	3
0,6	5,7,1,4	0,6,1,3		S	Office Practice	C	,5,4	0,3,6,0,0,0	B	7	C	3
0,7	5,7,1,5	0,6,1,4		S	Office Machines	D	,5,4	0,3,6,0,0,0	B	7	C	3
0,8	4,4,1,3	0,3,1,3		S	Business English	E	,5,4	0,3,6,0,0,0	B	3	A	3
0,9	9,4,3,3	9,4,3,3		S	General Work Experience	B	,5,4	0,3,6,0,0,0	C	3	A	3

COLUMN LEGEND

1 LINE NO.
2 UNIQUE COURSE CODES
3 CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES
4 GEN—DIST. COURSE NO.
5 S—MEETS STATE PLAN
6 IDENT. & TITLE

DATE _____
PG _____ OF _____

7 OCCUPATIONAL OBJECTIVES
A. APPRENTICESHIP
B. ADVANCED OCCUPATIONAL
C. INTERMEDIATE OCCUPATIONAL
D. BEGINNING OCCUPATIONAL
E. NON—OCCUPATIONAL

8 HOURS
8 CREDITS/UNITS REQ.

10 UTILIZATION
A. REQUIRED
B. REQUIRED OPTIONAL
C. RECOMMENDED

11 FREQUENCY
1. FALL
2. SPRING
3. FALL & SPRING
4. SUMMER
5. FALL & SUMMER
6. SPRING & SUMMER
7. FALL, SPRING & SUMMER
8. FLEXIBLE
A. WINTER
B. FALL & WINTER
C. WINTER & SPRING
D. FALL, WINTER & SPRING
E. WINTER & SUMMER
F. FALL, WINTER, SUMMER
H. WINTER, SPRING & SUMMER
J. FALL, WINTER, SPRING, SUMMER

12 DESCRIPTION
A. LECTURE
B. LAB
C. LECTURE/LAB
D. COOP. INST. SYS.
E. INDEPENDENT STUDY
F. COMMUNITY CLASSES
H. COOPERATIVE VOC. ED.
J. FORUM SERIES
K. LECTURE SERIES

13 1. AM
2. PM
3. AM/PM (ALL DAY)
4. EVENING
5. AM/EVENING
6. PM/EVENING
7. AM/PM EVENING
8. FLEXIBLE

9-76

OCCUPATIONAL INFORMATION

A CIP 1,4,0,2,1,7,6,1,4,5,9,7,1,3,7,1
B USOE CODE 1,4,9,0,7,0,0,0,0,0,0,0

C DELIVERER OF SERVICES
☐ A. SECONDARY SCHOOL
☒ B. COMMUNITY COLLEGE
☐ C. ADULT SCHOOL
☐ D. ROP/ROC
☐ E. PRIVATE
☐ F. CETA

14 DOT CODE/S	15 OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	16 GED RML	17 SVP
2,0,2,3,8,8,0,1,0	Court Reporter	4,4,0	6
2,0,2,3,8,8,0,1,4	Stenographer	3,2,3	5
2,0,2,3,8,8,0,1,8	Stenographer Print Shop	3,2,2	5
2,0,2,3,8,8,0,2,2	Stenotype Operator	3,1,2	5

Completion of sides 1 and 2 of the PCI will address the needs and reporting requirements of numerous deliverers of service and provide the quality and consistancy of the training required by students enrolled in vocational education programs.

APPENDIX A

ROP/C CENTER/DISTRICT/SCHOOL DIRECTORY

County	District	School	Name	City
01	74005	0195016	Amador Valley-Livermore Valley ROP	Pleasanton
01	74013	0195024	Eden Area Vocational Program	San Lorenzo
01	74021	0195032	Fremont-Newark ROC	Fremont
01	74039	0195040	Oakland-Emery-Piedmont ROC	Oakland
01	74187	0195057	Hayward/Newhaven ROP	Hayward
04	74682	0490011	Butte County ROP	Oroville
07	74344	0790022	Contra Costa County ROP	Pleasant Hill
08	74351	0890012	Del Norte County ROP	Crescent City
09	74377	0990010	El Dorado County ROP	Placerville
10	74153	1095017	Valley ROP	Parlier
10	74237	1090018	West San Joaquin ROP	Riverdale
10	74260	1095025	Fresno Metropolitan ROP/C	Fresno
11	74385	1190016	Glenn County ROP	Willows
12	74393	1290014	Humboldt County ROP	Eureka
13	74401	1390012	Imperial County ROP	El Centro
14	74070	1495019	Inyo County ROP	Independence
15	74161	1595016	West Side ROP	Taft
15	74286	1595024	ROC of Kern	Bakersfield
15	74369	1595032	Eastern Kern ROP	California City
16	74708	1690015	Kings County ROP	Hanford
17	74419	1790013	Lake County ROP	Lakeport
19	20198	9005489	Los Angeles Job Corp Center	Los Angeles
19	64733	1931849	Regional Occupational Program Center	Los Angeles
19	74088	1995018	La Puente Valley ROP	La Puente
19	74096	1995026	Southeast Los Angeles Co. ROP	Norwalk
19	74195	1995034	East San Gabriel ROP	West Covina
19	74245	1995042	Mt. Wilson ROP	Pasadena
19	74328	1995059	Tri-Cities ROP	Whittier
19	74336	1995067	Southern California ROC	Torrance
19	74427	1995075	Long Beach Unified School Dist. ROP	Long Beach
19	74435	1995083	Los Angeles City Unified School District ROC/P	Los Angeles
19	74443	1995091	Los Angeles County ROP	Downey
20	74203	2095016	Madera-Chowchilla ROP	Madera
20	74641	2095032	Madera County ROP	Madera

County	District	School	Name	City
21	74047	2195014	Marin Career Education Program	Corte Madera
21	74658	2190064	Marin County ROP	Corte Madera
23	74468	2390011	Mendocino County ROC/P	Ukiah
24	74476	2490019	Merced County ROP	Merced
25	74450	2590016	Modoc County ROP	Alturas
27	74054	27°5011	Salinas-Gonzales-Monterrey ROP	Salinas
28	74484	2890010	Napa County ROP	Napa
30	74104	3095015	North Orange County ROP	Anaheim
30	74112	3095023	Capistrano-Laguna ROP	San Juan Capistrano
30	74120	3095031	Coastline ROP	Costa Mesa
30	74252	3095049	Central County ROP	East Orange
32	74278	3290012	Lassen-Plumas-Sierra County ROP	Quincy
33	74146	3395019	San Jacinto-Moreno ROP	Hemet
33	74492	3390028	Riverside County ROP (RIVCO)	Riverside
34	74229	3495017	Calif. Adv. Council on Voc. Ed.	Sacramento
34	74500	3490018	Sacramento County ROP	Sacramento
35	74666	3590023	Santa Clara-South County ROP	Gilroy
36	74138	3695012	Colton-Redlands-Yucaipa ROC	Redlands
36	74211	3695020	Baldy View ROP	Claremont
36	74518	3690047	San Bernardino County ROP	San Bernardino
38	74534	3890019	San Francisco County ROP	San Francisco
39	74542	3990033	San Joaquin County ROP	Stockton
40	74724	4090007	San Luis Obispo County ROP	San Luis Obispo
41	74559	4190013	San Mateo County ROP	Burlingame
43	69666	4337184	San Jose Regional Voc. Center	San Jose
43	74062	4395026	Fremont Regional Occ. Center	Sunnyvale
43	74294	4395018	San Jose Regional Voc. Center	San Jose
43	74302	4395034	Santa Clara County ROP	Sunnyvale
44	74575	4490017	Santa Cruz County ROP	Santa Cruz
45	74583	4590014	Shasta County ROP	Redding
47	74690	4790010	Siskiyou County ROP	Yreka
48	74674	4891529	Solano County ROP	Fairfield
49	74591	4990040	Sonoma County ROP	Santa Rose
50	74609	5090014	Stanislaus County ROP	Modesto
51	74633	5190012	Tri-County ROP	Yuba City

County	District	School	Name	City
52	74310	5295019	Tehama County ROP	Red Bluff
54	74179	5495015	Tulare Co. Organization for Voc. Ed.	Visalia
57	74625	5790019	Yolo County ROP	Woodland

If a CDS code for your educational facility has not been assigned, contact:

CDS Classification System
Bureau of Publications
State Department of Education
721 Capitol Mall
Sacramento, CA 95814

APPENDIX B

SOCIO-ECONOMIC REPORTS

Socio-economic Reports were prepared by the California Occupational Information System for the following Standard Metropolitan Statistical Areas (SMSA's).

Fresno
Los Angeles/Long Beach
Modesto
Oxnard/Simi/Ventura
Sacramento
San Diego
Stockton

APPENDIX C

PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A CDS _____ **B** USOE _____

D CID _____ **E** DISTRICT _____

F SCHOOL/COLLEGE _____

H USOE PROGRAM TITLE _____

I MIN COMPLETION REQ'MTS _____ **J** MEETS STATE PLAN ☐

K PROGRAM LENGTH _____ **L** NEW ☐ CONTINUING ☐ PROPOSED ☐

M LOCAL LOCATOR CODE (OPT) _____

N FOR DATA PROCESSING USE ONLY (OPT) _____

C DELIVERER OF SERVICES
- ☐ A. SECONDARY
- ☐ B. COMMUNITY COLLEGE
- ☐ C. ADULT SCHOOL
- ☐ D. ROP/ROC
- ☐ E. PRIVATE
- ☐ F. CETA

G PROGRAMS/STUDENT GOALS
- ☐ A. AA/AS DEGREE
- ☐ B. INITIAL OCCUPATION
- ☐ C. SKILL UPGRADING
- ☐ D. COLLEGE TRANSFER
- ☐ E. COLLEGE GENERAL ED.
- ☐ F. CERTIFICATES
- ☐ G. HIGH SCHOOL DIPLOMA
- ☐ H. ELEMENTARY DIPLOMA
- ☐ I. LICENSE PREPARATION
- ☐ J. PERSONAL DEVELOPMENT
- ☐ K. CAREER EXPLORATION

COURSE INFORMATION

*TITLE/S LIMITED TO 18 CHARACTERS/SPACES

1	2	3	4	5	6*	7	8	9	10	11	12	13

COLUMN LEGEND

1 LINE NO.

2 UNIQUE COURSE CODES

3 CID—CLASSIFICATION OF INSTRUCTIONAL DISCIPLINES

4 DCN—DIST. COURSE NO.

5 S—MEETS STATE PLAN

6 IDENT. & TITLE

DATE _____

PG _____ OF _____

7 OCCUPATIONAL OBJECTIVES
- A. APPRENTICESHIP
- B. ADVANCED OCCUPATIONAL
- C. INTERMEDIATE OCCUPATIONAL
- D. BEGINNING OCCUPATIONAL
- E. NON—OCCUPATIONAL

8 HOURS

9 CREDITS/UNITS REQ.

10 UTILIZATION
- A. REQUIRED
- B. REQUIRED OPTIONAL
- C. RECOMMENDED

11 FREQUENCY
1. FALL
2. SPRING
3. FALL & SPRING
4. SUMMER
5. FALL & SUMMER
6. SPRING & SUMMER
7. FALL, SPRING & SUMMER
8. FLEXIBLE
- A. WINTER
- B. FALL & WINTER
- C. WINTER & SPRING
- D. FALL, WINTER & SPRING
- E. WINTER & SUMMER
- F. FALL, WINTER, SUMMER
- H. WINTER, SPRING & SUMMER
- J. FALL, WINTER, SPRING, SUMMER

12 DESCRIPTION
- A. LECTURE
- B. LAB
- C. LECTURE-LAB
- D. COOR. INST. SYS.
- E. INDEPENDENT STUDY
- F. COMMUNITY CLASSRM.
- H. COOPERATIVE VOC. ED.
- J. FORUM SERIES
- K. LECTURE SERIES

13
1. AM
2. PM
3. AM/PM (ALL DAY)
4. EVENING
5. AM/EVENING
6. PM/EVENING
7. AM/PM EVENING
8. FLEXIBLE

8-78

OCCUPATIONAL INFORMATION

A CDS

B USOE CODE

C DELIVERER OF SERVICES
- ☐ A. SECONDARY SCHOOL
- ☐ B. COMMUNITY COLLEGE
- ☐ C. ADULT SCHOOL
- ☐ D. ROP/ROC
- ☐ E. PRIVATE
- ☐ F. CETA

14	15	16	17
DOT CODE/S	OCCUPATIONAL PROGRAM OUTCOME OCCUPATIONAL TITLE/S	GED RML	SVP

PROGRAM/COURSE INVENTORY

PROGRAM INFORMATION

A CDS _____ B USOE _____

D CID _____ E DISTRICT _____

F SCHOOL/COLLEGE _____

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I MIN COMPLETION REQ'MTS _____ J MEETS STATE PLAN ☐

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7. FALL, SPRING & SUMMER
8. FLEXIBLE
A. WINTER
B. FALL & WINTER
C. WINTER & SPRING
D. FALL, WINTER & SPRING
E. WINTER & SUMMER
F. FALL, WINTER, SUMMER
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8-78

OCCUPATIONAL INFORMATION

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14	15	16	17
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